

**Lesson  
4**

# Kinds of Dependent Clauses

## Teaching

An **adjective clause** is a dependent clause that is used as an adjective. An adjective clause modifies a noun or pronoun. It tells *what kind, which one, how many, or how much*.

Gonfalon is a word that I'd never seen outside of this book. (*What kind of word?*)

Adjective clauses are usually joined to the main clause by **relative pronouns** such as *who, whom, whose, that, and which*. A clause beginning with *which* is set off by commas.

A gonfalon is a banner that is hung from a crosspiece. (*Which banner?*)

The word, which is Italian, isn't used much these days. (clause not necessary)

An **adverb clause** is a dependent clause that is used as an adverb. It modifies a verb, adjective, or adverb. Adverb clauses tell *where, when, how, why, to what extent, and under what condition*.

When I saw the word, I had to look it up. (*When did I look it up? Modifies verb*)

Adverb clauses are usually joined to the main clause by **subordinating conjunctions** such as *if, because, although, as, when, where, since, before, and while*. If the adverb clause comes before the independent clause, use a comma after the adverb clause.

A **noun clause** is a dependent clause used as a noun. Noun clauses may be used anywhere in a sentence that nouns can be used. If you can substitute the word *someone* or *something* for a clause in a sentence, it is a noun clause.

<b>Subject</b>	<u>What the word means</u> puzzled me at first.
<b>Direct Object</b>	The dictionary explained <u>what the word means</u> .
<b>Object of a Preposition</b>	I'm no longer confused about <u>what the word means</u> .
<b>Predicate Noun</b>	A banner is <u>what the word means</u> .

Usually, a noun clause is joined to the main clause by words such as *who, whom, whoever, whomever, that, which, what, when, how, where, why, and whether*.

## Identifying Adjective, Adverb, and Noun Clauses

Write **ADJ** (adjective), **ADV** (adverb), or **N** (noun) to identify each boldfaced clause.

1. Sometimes an unfamiliar word is explained by **how it is used in a passage**. \_\_\_\_\_
2. **If the context of a word doesn't make its meaning clear**, a dictionary will help. \_\_\_\_\_
3. An old story may use words **that are no longer in daily use**. \_\_\_\_\_
4. **What a word means** may change over the years, as well. \_\_\_\_\_
5. Another complication is **that a word may have different meanings**. \_\_\_\_\_
6. **When you talk about a square in geometry**, you mean a four-sided figure. \_\_\_\_\_
7. A person **who is square**, however, is a dull person. \_\_\_\_\_
8. **How square came to refer to a dull person** is not obvious. \_\_\_\_\_
9. About a century ago, you complimented a person **if you called him or her square**. \_\_\_\_\_
10. Then, *square* referred to a person **who was fair, honest, and reliable**. \_\_\_\_\_

**Lesson  
4**

# Kinds of Dependent Clauses

## More Practice

### A. Identifying Adjective, Adverb, and Noun Clauses

In each sentence, underline the dependent clause. On the line, write **ADJ** (adjective), **ADV** (adverb), or **N** (noun) to identify the clause.

**EXAMPLE** Writers who use unusual words challenge readers. *ADJ*

1. One tool that helps you learn about an unfamiliar word is a dictionary. \_\_\_\_\_
2. If you sit down with a novel and a dictionary, you can refer to the dictionary often. \_\_\_\_\_
3. Anyone who sits down with a novel and a dictionary is an unusual reader. \_\_\_\_\_
4. How a word begins and ends often gives clues to its meaning. \_\_\_\_\_
5. For example, since *amorphous* ends in *-ous*, it is probably an adjective. \_\_\_\_\_
6. Also, the prefix *a-*, which means "without" or "not," might be helpful. \_\_\_\_\_
7. Still, what *morph* means remains the critical question. \_\_\_\_\_
8. If you are familiar with the word *metamorphosis*, you might figure out the meaning of *morph* from that word. \_\_\_\_\_
9. You might combine the bits of information that you have so far with the context. \_\_\_\_\_
10. If all else fails, go to the dictionary. \_\_\_\_\_

### B. Identifying Clauses and Their Roles

In each item, underline once the dependent clause. If it is an adjective or adverb clause, underline twice the word it modifies. If it is a noun clause, write **S**, **O**, or **PN** to tell whether the clause is used as the subject of a verb, direct or indirect object of a verb or object of a preposition, or a predicate noun.

1. Myra looked as if she were really surprised. \_\_\_\_\_
2. Ask whoever is on the beach to run for help. \_\_\_\_\_
3. The book that Perry ordered has arrived at the bookstore. \_\_\_\_\_
4. Danita is saving her old watch for when the new one stops. \_\_\_\_\_
5. Gordon laughed when he saw his class picture. \_\_\_\_\_
6. Rhoda always sits in the seat that is closest to the door. \_\_\_\_\_
7. How the raccoon entered the house was obvious. \_\_\_\_\_
8. The homework was easier for Tyrone after he reviewed the chapter. \_\_\_\_\_

**Lesson**  
**4**

# Kinds of Dependent Clauses

## Application

### A. Identifying Adjective, Adverb, and Noun Clauses

Each sentence has at least one dependent clause. Underline each dependent clause, and, above the underlined words, write **ADJ** (adjective), **ADV** (adverb), or **N** (noun) to identify its type.

1. Words that are named after people make me curious about the people. \_\_\_\_\_
2. It wasn't hard for me to figure out where the word *curie* came from. \_\_\_\_\_
3. Clearly, *curie*, which means "a unit of radioactivity," is named after Madame Curie. \_\_\_\_\_
4. When I came across the word *faraday*, I learned that it was named after Michael Faraday. \_\_\_\_\_
5. Since a faraday is a measure of electricity, I figured that Mr. Faraday must have been a scientist. \_\_\_\_\_
6. I read an encyclopedia article that tells of his life. \_\_\_\_\_
7. An *eponym* refers to a person's name that is used to name something else. \_\_\_\_\_
8. Everyone can guess what was named after the Earl of Sandwich. \_\_\_\_\_
9. If something is ever named after you, what would you like it to be? \_\_\_\_\_

### B. Using Dependent Clauses

Rewrite each sentence, adding a clause that fits the description in parentheses. Change words in the original sentence as needed.

1. Once upon a time, magicians were as powerful as kings. (Use *when*)  
 \_\_\_\_\_  
 \_\_\_\_\_
2. A greedy king built a fort. (Adverb clause; use *where*)  
 \_\_\_\_\_  
 \_\_\_\_\_
3. The castle was crumbling. (Adjective clause; use *where*)  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Someone was forced to serve the king. (Noun clause, subject of *was forced*)  
 \_\_\_\_\_  
 \_\_\_\_\_
5. A magician stopped the king. (Use *who*.)  
 \_\_\_\_\_  
 \_\_\_\_\_